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ABSTRACT

The guide is designed to give Texas school personnel detailed suggestions for developing career awareness beginning with kindergarten and continuing through grade 6. The document opens with a rationale for career education and lists career concepts and objectives. The responsibilities of the elementary school principal and teacher in integrating career education concepts into the total curriculum are described. The major thrust of the guide is toward encouraging teachers to examine pupils' activities with the idea of incorporating career education concerns into those activities along with regular subject matter concepts. To this end most of the document consists of a presentation, at the primary and intermediate levels, of eight concepts relating to: the world of work; reasons for working; the worth of self, work, and workers; choice of occupation; and the relationship between school and work. Within each concept two or more instructional objectives are presented and for each objective sample activities offered, such as games, field trips, story telling, and outside speakers. Necessary supplies and resource materials are suggested. The same areas are covered at both levels. (NH)

BULLETIN 734

CAREER AWARENESS K-6

TEXAS EDUCATION AGENCY
AUSTIN, TEXAS
1973

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CE 002 752

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(5) enrollment and assignment of students without discrimination on the ground of race, color or national origin; and

(6) evidence of published procedures for hearing complaints and grievances.

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Foreword

A major goal of public education in Texas is to develop economic and occupational competency in students. Meeting this goal means assisting young people to discover and prepare for satisfying, productive means of earning their living. Local school districts are, therefore, encouraged to develop and implement career education comprehensively from kindergarten through the twelfth grade for all pupils and in all programs.

This bulletin, one of a series, gives Texas school personnel detailed suggestions for developing career awareness beginning with kindergarten and continuing through grade 6. It was prepared by a developmental committee composed of representatives from local school districts, regional education service centers, career education projects, and Texas Education Agency staff.

Other bulletins in this series provide suggestions concerning career education in the middle school and the high school.

J. W. Edgar
Commissioner of Education

Texas Education Agency

AUSTIN, TEXAS

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RATIONALE

One of modern man's fundamental life decisions is the choice of a career as a means of earning a living as well as a source of personal fulfillment. It is important that every individual be afforded the opportunity to choose a career from many available options, and be provided with information from which to draw in the event he changes careers later.

The concept of career education has been developed in order to assist young people in choosing a satisfying, productive means of earning a living. Awareness of the world of work is considered to be an over-all goal of career education in the elementary grades. Activities such as those suggested in this bulletin can be a means of introducing and developing an awareness of the work world.

CAREER CONCEPTS FOR ELEMENTARY EDUCATION

A curriculum designed for the elementary schools should be conceptually based, graduated according to difficulty and the needs and abilities of the children. The following concepts, grouped in four major categories, provide the organizational base for this bulletin. The concepts listed are not all-inclusive. Schools may change, add, or delete according to their local needs.

I. Attitude Toward Work

- All work is important.
- People work for various rewards or satisfactions.

II. Attitude Toward Those Who Work

- Any productive worker should be respected.
- Many people work to make life better for all.

III. Seeing Oneself as a Valuable Person

- Getting along with people is an important part of job success.
- An understanding and acceptance of self is important in developing one's own dignity and worth.

IV. Relationship of School to Work

- Gaining information about many people and many jobs is part of the developmental process of choosing a career.
- Basic school skills and school subjects have significance for career development.

OBJECTIVES

The following general objectives are a suggested framework for local schools to use in developing career education in the elementary school. Local schools may develop specific, measurable performance objectives from these. By the end of the elementary school years, pupils should:

- demonstrate positive attitudes toward the career choices of people; toward work, as a means of achieving many satisfactions; and toward work in relation to themselves;
- demonstrate an awareness of the life styles, values, major duties and responsibilities involved in a number of careers;
- demonstrate an awareness of the relationship between basic economic concepts and the world of work;
- know of the existence of many differing careers;
- be able to have the knowledge and skills to obtain additional information about careers.

FOR THE ELEMENTARY SCHOOL PRINCIPAL

The responsibilities for the implementation and administration of the elementary school program are delegated to the elementary school principal. The role of the elementary school principal in integrating career education concepts into the total curriculum is to serve as a:

- motivator of all classroom teachers to incorporate career education concepts in their daily activities;
- coordinator of all personnel, teachers, counselors, and librarians, in the planning and implementation of the program;
- facilitator in creating a climate of freedom for innovative and exemplary approaches;
- acquirer of materials, equipment, and supplies to adequately support the teacher's endeavors;
- developer of staff members in acquiring skills and attitudes appropriate for a successful program.

Specific activities elementary school principals may undertake are:

- assign grade-level chairmen to coordinate curriculum and staff development programs;
- involve parents, teachers, community, and business leaders in initial planning, implementation, and coordination;
- establish lists of personnel and community resources;
- analyze adopted textbooks for available career information;
- determine available resources such as curriculum guides, audio-visual aids, and supplementary books.

Assistance may be obtained from the regional education service centers, the Texas Education Agency, career education pilot centers, and teacher education institutions.

FOR THE TEACHER

The teacher is the key to fostering and developing career awareness in pupils through the total educational process. Therefore, this bulletin is designed to assist classroom teachers in incorporating career education concepts into all subject areas of the existing curriculum.

Career education activities should depict a wide variety of occupations in which all ethnic groups, both sexes, and differing life styles are represented. Where language and/or cultural differences interfere with learning, concepts should be presented in such a mode that they are understood by all the children.

The bulletin is divided into two sections--primary and intermediate--the interpretation of primary and intermediate being left to local schools. This is not a comprehensive bulletin; the concepts and activities given are only samples. Consequently, each teacher is encouraged to use the ideas and activities and adapt them to meet the needs, interests, and abilities of all pupils. Activities in this bulletin are related to eight concepts. Concepts selected by schools should be introduced at one level and reinforced at succeeding levels.

The major thrust of the bulletin is toward encouraging teachers to examine pupils' activities--field trips, skits, puppetry, reading, computation--with the idea of incorporating career education concepts into those

activities along with regular subject matter concepts. Many of the activities described will help pupils place school experiences in a community perspective by associating education with the world of work as children see it each day--when they go into stores, when they see people working, or when they talk with their parents about work.

Instructional resources will consist of those already available to the teacher in the classroom. Such as textbooks, supplementary books, curriculum guides, kits, pictures, and other audio-visual materials.

Other resources will be the school resource center, the educational service center, or other nearby libraries and media centers. Parental, community, and business/industry involvement in pupil activities is an important phase of career education and should be considered in teacher planning. Care should be taken so that when outside resources are used, there is a good representation of both sexes and of different ethnic groups in all occupations.

The school itself is a prime resource to utilize in developing career education. Teachers should utilize the school setting to provide students opportunity to observe and interact with the many people who contribute their work to the operation of the school.

Determining the success of career education depends upon evaluating its processes and its effects on participants. Appropriate data need to be presented to school boards and the general public about the effectiveness of the redirected programs. Local districts should determine specific responsibility among their personnel for the evaluation process.

Sample Activities

Primary

CONCEPT: All work is important.

INSTRUCTIONAL OBJECTIVE. To help pupils understand why parents work

SAMPLE ACTIVITIES	RESOURCES
Have pupils discuss their parents' work outside the home. Ask questions which lead to their understanding of what work benefits are--money, satisfaction, security, food, clothing. To stimulate the discussion, have each child pantomine the work of one adult while other children guess what the work is.	Parents and other adults as resource workers
***	
Have children make a mural or collage depicting members of a family at their daily work. Ask several children to take another step by drawing a mural showing what benefits work brings, not only what money earned can buy, but also other benefits derived from work.	Art materials
***	
Have pupils plan a game in which each acts out a parent's work, and says, "I am a _____" or "I do _____." Other children may ask questions about each occupation, to which the pupil would respond.	
***	
Plan a writing activity--a descriptive sentence, a short paragraph, a story, a song or a poem on the theme, "Parents at Work." Have children illustrate their writing.	

CONCEPT: All work is important.

INSTRUCTIONAL OBJECTIVE: To assist pupils to gain information about our economic system

SAMPLE ACTIVITIES	RESOURCES
Have pupils discuss the variety of workers whose jobs one would have to perform if each pupil had to provide for his own three basic material needs: food, shelter, and clothing.	Robinson Crusoe by D. Defoe
Tell as a story a simplified version of Robinson Crusoe. Discuss how Robinson Crusoe met some of his basic needs. "Pretend that you are a modern Robinson Crusoe. Would you meet your needs in a different manner?"	
***	
Have pupils set up a marketplace in the classroom. Pretend that there is no money. Let each one try to get what he needs by the exchange of services or goods. Build an understanding of a barter system by starting with essential services and goods: food, medicine, nursing, doctoring, clothing.	Empty cans, bottles, signs, packages, etc., needed to create a marketplace
Develop an expanded marketplace, where money becomes more necessary. Include those stores and offices which dispense services or goods known to the pupils. In fact, have pupils decide which stores and offices should be represented, such as the supermarket, the department store, the shoe repair shop, the service station, the doctor's office.	Play money
Have pupils tell why they think earning money to buy services and goods is preferred in the present society to some form of barter system.	

CONCEPT: People work for various rewards or satisfactions.

INSTRUCTIONAL OBJECTIVE: To enable pupils to understand that people work for many reasons, such as money, respect, and pride

SAMPLE ACTIVITIES	RESOURCES
Invite a resource person to discuss his work. Work with pupils to prepare a set of questions for him to answer. Include informational kinds of questions: what skills he needs, what he does on the job, what people he depends upon, what people depend upon him, whether he assists others and how and why. In addition, ask questions about his attitudes toward his work, the way he became interested in his work, the satisfactions he derives from his work. Keep pupils working toward the understanding that people work for many reasons. *** Have pupils explore the work they do, at home and at school. What is their work? Why do they work? What are the rewards for work well done? *** Have pupils list tasks that their mothers, fathers, grandparents, neighbors, and others have performed for reasons or satisfactions other than money. Have pupils list things they have done for others. *** For one week have pupils identify reasons people work by observing workers in the home, in the neighborhood, and on television.	Resource person in business for himself, or working in service industry, i.e. pet store, TV repair, salesman, etc.

CONCEPT: People work for various rewards or satisfactions.

INSTRUCTIONAL OBJECTIVE: To help pupils understand that some jobs can be performed only in certain geographic areas whereas others can be performed in many areas

SAMPLE ACTIVITIES	*RESOURCES*
Show films and filmstrips and ask the pupils to decide if the jobs shown are needed everywhere or only in certain locations. Relate these needs to supply and demand.	Films and filmstrips
***	
Invite people whose jobs can be performed only in certain areas or locations to discuss the relationship of geographical needs to job retraining, to the presence of certain types of workers in certain areas, and to their own jobs.	Resource people
***	
Read stories or poems about workers which are not familiar in the pupils' community. Talk with pupils about why these workers are not found nearby. (Coal miners are in regions having coal, etc.) Read stories or poems about workers which are found in the community. Decide why these workers are nearby. Relate to supply and demand and resources.	Books of stories or poetry
***	
Have pupils prepare a collage depicting workers found in their own community. Prepare a second collage depicting workers not found in the community.	Art materials

CONCEPT: Any productive worker should be respected.

INSTRUCTIONAL OBJECTIVE: To motivate pupils to respect the goals, attitudes, and skills of others

SAMPLE ACTIVITIES	RESOURCES
Determine what pupils think work is. Lead them to an understanding of productivity, that work produces an effect, a result, a product. Elicit ideas from pupils about what workers produce--both tangible products and more intangible things, such as service.	
***	
Make up a game in which one pupil leads others to decide what the product of a worker is. (A minister preaches for what effect? A dressmaker sews for what effect?)	
***	
Pupils and teacher may plan a field trip selecting a job site where several workers with different kinds of work cooperate to do a job. In preparation for the field trip, pupils and teacher may plan to find answers to a specific set of questions such as: What skill is needed by each worker? What do the workers need to accomplish to finish a task?	Maintenance warehouse of State Highway Department, neighborhood department store, variety store, television station, school plant, resource persons
***	
Let pupils discuss their interests and describe what they do well. Lead them to discover that other pupils have interests, skills, and attitudes different from their own.	
***	
Have pupils list games they like. Ask them to write about their favorite school activity, subject, or book.	

CONCEPT: Many people work to make life better for all.

INSTRUCTIONAL OBJECTIVE: To illustrate to pupils the chain of workers needed to satisfy their need for food

SAMPLE ACTIVITIES	RESOURCES
Have pupils think through and develop a chain of workers needed to bring food to their tables. A presentation of proper nutritious diet could provide the foods that are to be handled by the chain of workers. Understanding this chain will lead not only to the concept of interdependence but also to a respect for all workers in the chain. Pupils may talk with workers along the chain, collecting information about the work each does.	
***	
Have pupils view filmstrips about food production, processing, and marketing. Stop at appropriate frames to discuss workers.	Audio-visual materials
***	
Have pupils visit a home garden in the neighborhood or perhaps the school may have a garden where they may observe this stage of the chain. Discuss with the gardener (farmer) what his problems are and how he solves them; what kind of product he is working to produce and why. The classroom may have garden space and, in the study of plant growth, may chart growth of food-producing plants. Work toward an understanding of the time, patience, and know-how needed to grow a sturdy, healthy plant.	Seeds, seedlings, soil or garden site, resource person

CONCEPT: Any productive worker should be respected.

INSTRUCTIONAL OBJECTIVE: To help pupils identify workers with their work

SAMPLE ACTIVITIES	RESOURCES
Have pupils identify a number of workers they are familiar with. Provide pictures of these workers and label them with tag board signs, if children are ready for this stage of reading. Place the pictures around the room. Have each pupil move to the picture of the worker whose title begins with a certain consonant sound. One pupil can help another pupil locate his picture. Ensure that the picture collection contains representative workers, professional, technical, and skilled, with entry-level and advanced skills. Ensure also that the picture collection contains men and women and ethnic minority persons in nonstereotypical work. Discuss the importance of each worker and the job performed as pupils are practicing listening and reading skills.	Study prints, tagboard, pictures from magazines

CONCEPT: Many people work to make life better for all.

INSTRUCTIONAL OBJECTIVE: To assist the pupils to develop an understanding of community workers

SAMPLE ACTIVITIES	RESOURCES
Let pupils listen to stories and learn songs about community workers who perform services in homes. Have the class make posters, scrapbooks, picture files, and bulletin boards depicting community workers.	Audio-visual materials and books
***	
Arrange a display of workers' hats that represents jobs in the community. Have each pupil select a hat to represent a job that he thinks he would like to do some day and tell why the job is appealing to him. Role-play using singing games. Have each pupil relate how good physical health aids his performance on the job.	Music books, tapes and records
***	
Help pupils to identify some community workers whom they know. See if they know the names of these workers, as well as their titles. ("Mr. Jones is the postman who delivers mail to my house.")	
***	
Talk about community workers as performing service to families. Discuss the duties of the community workers studied. Let pupils tell how they could train to be workers and which work they might prefer to do. Talk about work now usually done by men and why women may begin to do this work. Talk about the situation that ethnic minorities have been excluded from certain kinds of work and why these groups are beginning to enter this work.	

CONCEPT: Many people work to make life better for all.

INSTRUCTIONAL OBJECTIVE: To help pupils understand the work of postal service workers

SAMPLE ACTIVITIES	RESOURCES
Assess the pupils' understanding of what postal service workers do. Depending upon the pupils' familiarity with the post office and mail handling, plan appropriate activities.	
Have pupils study pictures illustrating the work of postal service workers. Discuss the wide range of work to be done--from the mail box at home to the airplane or truck which carries the mail from place to place. Discuss the number of different vehicles which transport mail.	Study prints
***	
Let pupils talk to the school secretary about school mail. Discuss such questions as: "Is the U.S. Postal Service the only postal service? What other mail services are there? Does the school have a way to circulate letters from the superintendent?"	Resource person
***	
Plan with pupils to write a song about letters and packages. On a planned trip to the post office, have pupils listen for the sounds of a post office. Decide if these sounds can be set to music. "Are there marching sounds?" Have them watch for rhythm movements at the post office. "Are there rhythms in mail sorting by machine and by hand?" Have pupils observe the variety of jobs being done by postal service workers.	Musical instruments and art materials
After the trip, have a group create a song, another group paint pictures of workers, and another group make models of the different types of vehicles used by the workers. On an assigned day, have each group present and discuss their creations for the whole class.	

CONCEPT: Getting along with people is an important part of job success.

INSTRUCTIONAL OBJECTIVE: To enable pupils to feel a sense of pride in doing work at home and in being a contributing member of the family

SAMPLE ACTIVITIES	RESOURCES
Allow time for an informal conversation in which children tell about their families: their names, the work they do, the chores that each member is responsible for, the importance of each task and how each helps the other members, why cooperation among them is necessary. *** Have each child role-play what he likes to do best at home and tell why he likes it. Let the class guess what it is. *** Have pupils write cinquains about the work or chores performed by some member of each of their families. (The teacher may write on the chalkboard or a chart as children dictate.) Each pupil can also write his own cinquains following the class model; for example: 1st line (1 noun) — Daddy 2nd line (2 adjs.) — tall, strong 3rd line (3 verbs) — smile, dance, laugh 4th line (4 feeling words) — happy, great, joyful, calm 5th line (1 noun) — Comedian *** Have pupils prepare skits showing how members of a family work together at home. Discuss and evaluate the skits with the class. ***	Simple props

SAMPLE ACTIVITIES	RESOURCES
Let pupils listen to a record or view a filmstrip illustrating families at work. Have pupils draw a mural on the theme "Working Together in Our Family." Assign groups of children to work on the mural together--planning, drawing, coloring, labeling frames, telling the class about it.	Media
***	
Produce a movie or television show demonstrating ways children and adults help each other at home. The central focus could be on a topic such as "Home Safety." The tasks performed could relate to creating and maintaining a safer home environment.	Supplies, such as large sheets of paper, etc.

CONCEPT: An understanding and acceptance of self is important in developing one's own dignity and worth.

INSTRUCTIONAL OBJECTIVE: To enable the pupils to identify the qualities of self-dignity and self-worth and to recognize how these qualities are related to job success

SAMPLE ACTIVITIES	RESOURCES
Pupils may read (or teachers may read to them) stories depicting characters struggling to establish their dignity and worth, such as Little Toot, The Little Engine That Could, Crow Boy, or The Little Red Caboose. Lead them to identify with the characters and/or events in the stories; discuss the qualities of self-dignity and self-worth (honesty, responsibility, determination, self-satisfaction) and tell how they are exemplified in the actions of the characters. Discuss with pupils how possession of these qualities can help them in their own work in school and at home. *** Ask pupils to prepare skits relating what they have learned in the stories to their own lives. Suggest that skits may include people who possess qualities of self-dignity and self-worth and people who do not, demonstrating possible consequences in each situation. Evaluate skits with the entire class. *** The teacher may read stories or show filmstrips on manners, cleanliness, personal appearance, and courtesy. Through group discussion, lead pupils to generalize that these are some of the actions (being courteous, practicing good manners, keeping clean, etc.) exemplified by persons who possess self-dignity and self-worth. Ask them to relate their own experiences in similar contexts.	Little Toot by Gramatky, The Little Engine That Could by Bragg, Crow Boy by Hashima, The Little Red Caboose by M. Potter Media

SAMPLE ACTIVITIES	RESOURCES
Invite the school nurse to speak to the class on good grooming and cleanliness. Discuss with the children how these relate to self-dignity and job success.	
***	
Have the class develop a story following the theme of Little Toot or The Little Engine That Could and illustrate it with pictures. (This can be an individual or group project.) Allow volunteers to read their stories to the whole class.	Art supplies

CONCEPT: An understanding and acceptance of self is important in developing one's own dignity and worth.

INSTRUCTIONAL OBJECTIVE: To lead the pupils to an awareness of their own self-dignity and self-worth and to growth in knowledge of themselves, their attitudes, and their interests

SAMPLE ACTIVITIES	*RESOURCES*
NOTE: The teacher may wish to invite the school counselor to work with children on these activities.	Counselor
Have each child draw a picture of himself, color it, and write or print his name on it. Hold a conference with each child, and let him tell about his picture. (Note such aspects of the picture as facial expression, size of body parts, action or nonaction, colors used, size of signature, and placement of signature on front or back of the paper.)	Art materials
***	
Let each pupil compile a "Book About Me" using pictures drawn of himself. Include illustrations of the pupil doing chores at home, with his family, with classmates, doing something he likes to do very much. Have the pupil print or write titles for the pictures and color them if desired. In art class, have pupils design a colorful cover for their books.	Art materials
***	
As part of an oral language lesson, let each child show the class or the teacher or counselor and discuss pictures in his book. Let him verbalize his ideas about himself and lead him to see how he relates to others and how each is important to the other.	
***	

SAMPLE ACTIVITIES	RESOURCES
Sing a song such as "I'm Glad That I Am Me." Ask the pupils to listen carefully to the words of the song. Let them dictate significant words or phrases in the song as the teacher writes them on the chalkboard. Hold an informal discussion and encourage children to talk about themselves. Lead them to recognize how their perception of themselves has helped or hindered them at home and/or in school.	
***	
Study pictures depicting themes such as "What Makes Me Like I Am?" Construct an experience chart on themes suggested by the pictures, utilizing the pupils' own experiences. Relate the themes to the pupils' work at home and in school.	Study pictures
***	
Let each pupil describe someone he admires (football hero, astronaut, friend, etc.) Have pupil tell who the person is, where he lives, what he does, and why he admires him. To vary this activity, have each pupil write a paragraph describing his imaginary hero.	
***	
Play the game "Guess Who I Am" by having each child dramatize what he wants to be when he grows up. The class guesses the name of the worker.	

CONCEPT: An understanding and acceptance of self is important in developing one's own dignity and worth.

INSTRUCTIONAL OBJECTIVE: To create a classroom atmosphere in which the pupils will respect and value each other as human beings in the world of work

SAMPLE ACTIVITIES	*RESOURCES*
Hold a class discussion to identify the work tasks or jobs that the pupils can perform within the classroom or in the school. Assign each child or group of children responsibility for various jobs. Ask them to tell why it is essential that they work together and that they perform their tasks well.	
***	
Periodically, hold accountability days in which pupils evaluate their own job performance, considering consequences of neglect, if any, and the need for greater responsibility. Ask pupils what would happen if everyone were careful about his job.	
For a variation of this activity, plan a helper's day for each pupil in the class. Make large discs that can be pinned to pupils' clothing indicating the job for which each is accountable on that special day. Assign special privileges for the honored helper; for example, greeting classmates at the door as they arrive, eating lunch with the teacher or a preferred friend, running errands, and representing the room as needed.	
Keep a bulletin board or a scrapbook with pictures and contributions of each pupil on helper's day. Have pupil record the day's experience in his "Book About Me."	Materials, pictures for bulletin board or scrapbook
***	

SAMPLE ACTIVITIES	RESOURCES
Introduce the concept of body language by pantomiming positive and negative feelings toward others through gestures and facial expressions. Have the class guess what is being communicated. Allow volunteer pupils to "speak" through use of body language. Ask pupils to identify and state ways in which body language can help or hinder working with others.	
***	
Show slides or pictures illustrating faces depicting feelings. Discuss how one's feelings affect the way he or she works. To vary the activity, have each child draw his own pictures. Use of cartoons would also be helpful.	Media
***	
Study materials with the themes "Alone" and "Together." Have pupils identify and compare moods found in each situation, and relate these to the kind of person each wants to become. Have them identify occupations in which people work alone and occupations in which several people work together. Ask pupils which type of occupation they prefer; they should give reasons for their choice.	Stories, pictures

CONCEPT: An understanding and acceptance of self is important in developing one's own dignity and worth.

INSTRUCTIONAL OBJECTIVE: To help pupils discover that people who possess self-dignity and self-worth bring these qualities to their jobs

SAMPLE ACTIVITIES	RESOURCES
Have pupils view films and filmstrips with the following themes: "Where Daddy Works," "School Helpers," "They Need Me." In addition, have children sing "I've Been Workin' on the Railroad," "Whistle While You Work," and "Hi, Mr. Electrician."	Films, filmstrips
Have pupils identify the occupations mentioned in these activities and list them on the chalkboard. Lead children to observe and state how these occupations are similar and how they are different.	
Lead them to discover that in some occupations one works more with the mind; whereas in others the muscles are used more. Discuss the importance of good mental and physical health. Explain, however, that the dignity and worth of the job are derived from a higher source--the person himself. Discuss and provide examples and experiences at pupils' own level.	
***	
Plan with the children a tour of the school to identify workers in the school.	
Invite school workers into the classroom to tell about their work (the custodian, the principal, the music teacher, the speech therapist, the bus driver, the reading teacher, the cafeteria cook, the special education teacher). Allow time for the pupils to ask questions after or during the talk.	Resource persons
As a follow-up activity, organize the class into groups and let them select a chairperson for the groups. Allow each group to discuss a school worker of their choice: schooling and training	

SAMPLE ACTIVITIES	RESOURCES
needed, description of job, whether they think the person likes his job, why they themselves would like that work, how they can prepare for it.	
***	
Visit other groups of workers at the site of their work. Have pupils do an analysis of one type of worker: What does he do? How does he do it? What tools does he use?	Field trips
Have pupils keep a "Career Scrapbook" in which they draw or paste pictures of workers they know or learn about. The cover for the scrapbook could be designed in art class.	Materials, pictures for scrapbook
***	
Oral language activities could include show-and-tell periods and conferences with the teacher in which pupils tell about their pictures or field trips.	
***	
Play the game "What's My Line?" by having each child bring a tool or a picture of a tool used in an occupation of his choice. He shows the tool or picture to the class and tells what the tool can do. The class then guesses what occupation is represented by the tool.	Tools of various occupations
Have children play "What's My Line?" and have them role-play workers they have observed in field trips; for example, on a farm, at a nearby supermarket, at a beauty salon, at a dry cleaning establishment, or at a rock concert. Let the class guess who is being represented. Costumes and props could be used.	Costumes, props (optional)
***	
Provide time for informal conversation in which pupils share their Career Scrapbooks with each other and talk about them among themselves.	

CONCEPT: Gaining information about many people and many jobs is part of the developmental process of choosing a career.

INSTRUCTIONAL OBJECTIVE: To develop awareness of and to explore occupations and careers in the field of meteorology

SAMPLE ACTIVITIES	RESOURCES
Have pupils keep a daily record of the weather for one month Have them bring clippings from the newspaper of weather predictions made by the U.S. Weather Service Office to compare with their daily record.	Newspaper clippings of weather news, chart for daily record
***	
Have volunteer pupils read and report on jobs and occupations related to weather: weather observer, chart plotter, clerk, forecaster, etc. Assign groups to organize the information. They might draw a job tree, labeling the trunk of the tree "weather" and the branches the names of related jobs; or they might arrange a bulletin board on weather-related jobs, including pictures taken from magazines or drawn by pupils.	Art materials
***	
Take pupils to visit the U.S. Weather Service Office in your community or the local weather station. Have pupils ask questions during the tour. Prepare a simulated news release in which pupils talk about their visit to the weather station.	Field trip
***	
Have pupils construct or collect common instruments used by the weatherman and arrange a display in the classroom. Include a barometer, thermometer, hygrometer, wind vane, rain gauge, ceilometer, radiosonde and a large weather map.	Instruments used by meteorologists, weather map

SAMPLE ACTIVITIES	RESOURCES
As part of an oral language lesson, let pupils select one instrument and tell the class about it.	
***	
Invite the local television weather reporter to speak to the class. Ask him to tell why he likes his job and how his job helps other people.	Resource person
***	
Assign group projects for library work to answer the following questions and report to the class: . What does the meteorologist do? . What tools or instruments does he use? . What kind of training does he need? . Who uses the information that the meteorologist gives? . Which occupations depend upon the information given by the meteorologist? Why?	School, public libraries
***	
Have pupils sing a song about weather.	
***	
Have a collection of library books about weather in the classroom. Encourage pupils to read and tell the class about their favorite book.	Library books

CONCEPT: Gaining information about many people and many jobs is part of the developmental process of choosing a career.

INSTRUCTIONAL OBJECTIVE: To illustrate to the pupils that people satisfy their basic needs of food, clothing, and shelter based upon available resources

SAMPLE ACTIVITIES	RESOURCES
Show films and filmstrips to help pupils realize that adults work to provide for their basic needs of food, clothing, and shelter. Have pupils list occupations which belong in each category, as follows:	Films, filmstrips

Food	Clothing	Shelter

(This activity would be a good opportunity for building positive attitudes toward all types of jobs, including domestic work. The teacher must also see that all ethnic groups and both sexes are represented in visual materials in both professional and nonprofessional jobs, avoiding inaccurate stereotyping such as only blacks performing domestic work or only women teaching in elementary school.)

***

Have a snack tasting party in the classroom with food supplied by children, parents or other adults, and teachers. This could be a good time to discuss the nutritional value of the various foods. — Snacks

***

Have pupils list on a chart those workers that would be classified as food helpers (truck drivers, farmers, packers, grocers, food checkers, etc.)

SAMPLE ACTIVITIES	RESOURCES
Discuss with pupils how these could be further classified. One suggestion might be the following:	

FOOD HELPERS

Production	Service	Both
Farmer	Truck driver	Dad (if he is a farmer and drives a truck to transport the crop)
Rancher Farm machine operator	Waitress	

A similar activity could be used for jobs which provide clothing and shelter needs.

***

Invite a waiter to talk to the children about his work and why he thinks his work is important. — Resource person

***

Have pupils make a scrapbook portraying occupations which satisfy man's basic material needs. — Pictures of people at work

***

In social studies, help pupils locate regions where products are raised; for example, forest regions of the world where lumber comes from to build houses, farming regions, and cotton-producing regions. Use maps. — Reference books, maps

***

On an outline map of the United States, of North America, or of Texas, have pupils draw or paste pictures of products used as foods, as fabric for making clothing, and as materials for building. Then with colored string or yarn and printed labels indicate occupations related to clusters of products. — Maps, materials for filling in the maps

***

SAMPLE ACTIVITIES	RESOURCES
Visit a shopping center to show pupils the many people engaged in occupations which are directly or indirectly involved in providing for man's basic needs.	Field trip
After discussion of the trip, have each pupil draw a picture of some phase of it which impressed him most. Let him show it to the class and discuss it.	Art materials
***	
Discuss with the pupils foods they eat that come from the sea. Point out that in the future man may turn to the sea for more varieties of foods. Let pupils tell about sea foods they like.	
Have pupils write a "fish story" or tall tale about their first fishing trip.	
***	
Take pupils for a walk to observe different types of buildings. Initiate a discussion about the skills and tools of the workers involved in construction.	
Invite a construction worker or a painter to the classroom and have the children interview him. Prepare questions with the children in advance.	Resource person
***	
Lead the pupils in a discussion about grocery stores; compare size, type, number of workers, and services provided by each. Have pupils name each type found in the community. Discuss why each is needed.	

CONCEPT: Gaining information about many people and many jobs is part of the developmental process of choosing a career.

INSTRUCTIONAL OBJECTIVE: To help the pupils understand that people are different and that people from various ethnic groups have contributed to our Nation's cultures

SAMPLE ACTIVITIES	RESOURCES
Present stories to the class from books and other media depicting people from various ethnic groups. (Include specifically those groups represented in the classroom.) Keep a checklist of books and the names of pupils who exhibit special interest in them. Give each pupil an opportunity to tell the class about his book and why it was particularly interesting to him. (Tapes or records might help pupils with reading difficulties.)	Books, audio-visual materials
Have pupils tell about some of the characteristics of the culture represented by the characters in the story and to name a well-known person from that ethnic group and his occupation.	
***	
Guide the children in evaluating reasons certain jobs are chosen more than others.	
Discuss how different neighborhoods need different workers and provide a variety of ways of earning a living: . a rural area . a big city . a small town . a suburban area	
Have the class, using a United States map, locate areas listed above and identify the different occupations found or needed in each.	United States map
Stress that people have different interests, aptitudes, and training.	

SAMPLE ACTIVITIES	RESOURCES
Divide pupils into groups; have them select one geographical area (small town, rural area, big city) and simulate the world of work in the classroom utilizing the theme "All the World for All the People." Have pupils role-play occupations found in the area they selected. Use props and costumes to add realism.	Props, costumes
***	
Invite someone from a minority ethnic group employed in a professional occupation (lawyer, doctor, professor, administrator, or clergyman) to speak to the class about his or her work: how he or she got the job and what the job possibilities for the future are. Allow pupils to ask questions.	Resource person
Have pupils bring pictures from magazines and newspapers of community workers that include all ethnic groups and both sexes. Study prints can also be used. Have pupils discuss these in relation to their own interests.	Magazines, newspapers Study prints

CONCEPT: Gaining information about many people and many jobs is part of the developmental process of choosing a career.

INSTRUCTIONAL OBJECTIVE: To develop awareness in pupils of a variety of occupations and to illustrate that there are routine tasks in every occupation which workers adjust to and overcome

SAMPLE ACTIVITIES	*RESOURCES*
Listen to a recording of a song such as "Going Down to Cairo." Discuss with pupils the purpose of this song. Point out that workers often sang to relieve monotony and to help them work together. The leader would sing that part of the song which told the story, and the workers would respond with a repetitive refrain, keeping a regular rhythm between the song and the actions of the work. Have pupils sing with the record. Relate this activity to popular music they hear members of their families singing, humming, or whistling while performing daily chores. In what ways is music related to work?	Recordings of "Going Down to Cairo" or similar songs
***	
Invite a piano tuner to talk to the class about his work.	Resource person
***	
Have pupils collect pictures of workers engaged in occupations that involve glamour, fantasy, and make-believe, such as singers, actors and actresses, band and orchestra directors, violinists, rock musicians, artists, circus performers, airline stewardesses, and prize fighters. Include workers of all ethnic groups and both sexes.	Magazines, newspaper pictures
Plan group discussions focused upon glamour occupations of the pupils' choice. Encourage lively participation. Use pictures and role-playing.	Visual material
***	

SAMPLE ACTIVITIES	RESOURCES
Take the class to visit a radio or television station. Point out that there are routine tasks in every occupation. Discuss how workers overcome routine. Let pupils prepare a skit illustrating a favorite star (football, television, etc.) *** Have children listen to and describe sounds of work on the way to school. Demonstrate sounds of work associated with various jobs. *** Present a kernel sentence. Have pupils expand it. (Use ideas from earlier lessons on glamour careers.) Example: Pablo plays his violin. Pablo plays his new violin. Pablo plays his new violin for his grandmother. As Pablo plays his new violin for his grandmother, he hears a noise. As Pablo plays his shiny, new violin for his grandmother, a strange, shrill noise comes from upstairs. Develop sentences into stories. Let pupils read their stories to the class.	Field trip

CONCEPT: Basic school skills and school subjects have significance for career development.

INSTRUCTIONAL OBJECTIVE: To develop awareness about occupations that require the use of mathematics

SAMPLE ACTIVITIES	*RESOURCES*
Assign pupils to interview adults in their family about how they use numbers in their work, and report to the class.	
Discuss with pupils the use of numbers in the school.	Textbook
***	
Plan a tour of a nearby shopping center. Have pupils observe and record the names of places and occupations which require the use of numbers and report his observations to the class.	Field trip
Have each pupil add instances from his own experience.	
***	
During library period, have pupils look for stories or books which illustrate how workers use numbers. They should report on the books to the entire class or in a conference with the teacher.	Story books
***	
Invite a carpenter to visit the classroom and tell the children about his work and demonstrate the use of tools.	Resource person
As part of a mathematics lesson, let pupils examine the tools used by the carpenter in construction of homes. Assign simple tasks in the classroom using the tools.	Carpenter's tools
***	

SAMPLE ACTIVITIES	RESOURCES
Visit the cafeteria kitchen. Have the cook demonstrate the use of different kinds of measures. Include scales, thermometers, timers, heat dials on ranges, measuring cups and spoons, etc. Let pupils examine the tools, then role-play in the classroom the use of the cook's tools.	Cafeteria personnel and equipment
***	
As part of a mathematics or social studies lesson, trace the use of numbers from ancient times. Lead pupils to generalize about the importance of mathematics in the world of work.	Reference books
***	
Invite someone employed in the space program to tell pupils about the use of mathematics in occupations related to space exploration (construction of the spacecraft, computation of distances and speed, the need for accuracy in timing, etc.).	Resource person
Vary the above activity by inviting other workers employed in new occupations which make extensive use of numbers, computer programming, for instance.	Resource persons from new occupations using numbers extensively
Have pupils arrange a bulletin board and interest center illustrating the caption "Numbers Are Fun." Divide the class into groups and assign tasks to each group, such as illustrating the evolution of number systems, occupations which require the use of numbers, the different branches of mathematics, the tools of the mathematician, famous mathematicians, tools used in occupations which use numbers. Ask pupils to make a bulletin board or an interest center that is colorful and interesting. Print or write captions. Include writing assignments.	Art materials
Have pupils keep a folder for their written work connected with the bulletin board and interest center project.	

Sample Activities

Intermediate

CONCEPT: All work is important.

INSTRUCTIONAL OBJECTIVE: To assist pupils in understanding the different skills involved in one career cluster: building trades

SAMPLE ACTIVITIES	*RESOURCES*
Let pupils play "grab bag." Have a large shopping bag filled with remnant building materials collected from buildings under construction in the neighborhood. As each object is pulled from the bag by the pupil, he or she gives the following information about it: The worker who uses this object Tools needed to do the work using this object Work skills needed on this job Other workers he depends upon	Remnants of building materials: floor tile — carpet wood — tile pipe — paints brick — wallpaper electric wire — molding Large paper shopping bag marked "BUILDERS GRAB BAG"
(Examples of workers: a carpenter uses wood; a roofer uses shingles; a plumber uses pipe; a brick layer uses bricks; a painter uses paint; a cabinetmaker uses molding. There might be some objects that more than one worker could use.)	Newspapers, magazines
***	
Have pupils collect floor plans from newspapers and magazines, draw floor plans, and build their own model homes. Follow up with discussion about skills required for completion of the building. Discuss related occupations: contractor, draftsman, carpenter, steel worker, bricklayer, electrician, plumber, etc. Invite a construction worker to speak to the class concerning his work.	Newspapers, magazines, model building materials

CONCEPT: All work is important.

INSTRUCTIONAL OBJECTIVE: To make pupils aware of the various government jobs available

SAMPLE ACTIVITIES	*RESOURCES*
Ask pupils whether any adults in their families are employed in government jobs.	
Have them interview members of their own families about the work they do (if employed by the government), and share the information with the rest of the class.	Family members
***	
Using the yellow pages in the telephone book, have pupils study and discuss the listings under "Government--City--County--State--United States."	Yellow pages of the telephone book
***	
Have the pupils identify the various kinds of services provided by government. Follow up by identification of various kinds of jobs related to these services. Pupils may also explore how government creates jobs.	
***	
Invite a speaker from a Federal tax agency to discuss his job with pupils. Pupil questions would include the following: How much training does one need to do this job? Did previous occupational experience help? What careers are now available with the Internal Revenue Service?	Resource person from Internal Revenue Service
***	
Have each pupil write a paragraph on "The Government Job I Am Especially Interested In." He should include name of the job, description, aptitude, education and training required, and reasons for his choice.	

CONCEPT: People work for various rewards and satisfactions.

INSTRUCTIONAL OBJECTIVE: To help pupils understand that a sense of pride and achievement is obtained through hobbies

SAMPLE ACTIVITIES	*RESOURCES*
Show films or read books about hobbies and persons who have attained recognition because of their hobbies. Encourage pupils to begin a hobby. Help them understand that sometimes a person is very successful with a hobby and this later may influence a career choice. Lead a discussion with the following questions: . How can hobbies help me learn more about myself? . Why is it important to try more than one hobby? *** Invite a group of junior high and senior high school students who have excelled with their particular hobbies to demonstrate their hobbies. Arrange with them to return on another day to help pupils in initiating a hobby, such as weaving a mat, collecting stamps, making simple toys, or beginning a cactus garden. Previous to the day when the tutors will arrive, the pupils could estimate such factors as cost, weight, and size of the hobbies. This is a good project for the beginning of the year. At the end of the year pupils could have an exhibit of the hobbies they have pursued and refined during the year. The same group of junior and senior high school students could be invited back to review the hobbies. For language arts, pupils could write thank-you letters to the student tutors. ***	Audio-visual materials, library books Materials appropriate for diverse hobbies Resource persons

SAMPLE ACTIVITIES	RESOURCES
Reinforce a sense of pride in pupils by inviting their parents, relatives, and friends to demonstrations of their hobbies. Have the pupils introduce their families and friends to the class. The resource persons could explain what kind of feelings their own hobbies have brought to them (pride, achievement, recognition).	Resource persons

CONCEPT: People work for various rewards or satisfactions.

INSTRUCTIONAL OBJECTIVE: To enable pupils to recognize that work has various meanings depending on each person's attitude toward and aptitude for his work

SAMPLE ACTIVITIES	*RESOURCES*
If available, invite a guidance counselor to talk to the class on the meaning of work. Have pupils select a job and list several different meanings which that job could have for several different people. Dramatize two people doing the same job: one who enjoys his job and one who dislikes his work.	Guidance counselor
***	
Have pupils interview three people in the same occupation and ask each one to give his meaning of work. Discuss the variety of responses.	Resource people
***	
Have pupils make a list of things they do each day for one week and label each activity as play or work. Then have them compare and discuss the differences and similarities between the two lists.	Appropriate audio-visual materials
***	
Have pupils role-play skits they write showing people who have positive attitudes toward their jobs; then discuss and compare them with people who have negative attitudes. Illustrate in the skit reasons people would have negative attitudes toward their work. Discuss how negative attitudes could be changed to positive.	
***	
Have pupils pick an occupation and describe what they think work means in this occupation. Would work mean enjoyment and fulfillment or would it mean the opposite?	

CONCEPT: Any productive worker should be respected.

INSTRUCTIONAL OBJECTIVE: To acquaint pupils with trends about women in the world of work

SAMPLE ACTIVITIES	*RESOURCES*
Have pupils identify the work roles of women who represent differing generations (grandmother, mother, aunt, sister). Group the results in chronological order to determine the changing role of the work women do.	Family resource people
***	
Have a panel discussion about the changing role of women in work and how this trend relates to the pupils' own future plans. Have boys and girls discuss how they might manage the possible dual role of worker and homemaker. Show through demonstration or collages how labor-saving home equipment and prepared foods shorten the time needed for household tasks. Have students discuss ways all members of the family can help.	Materials for demonstration purposes
***	
Let students bring and share with the class newspaper or magazine articles about working women and pictures of women working. Display the pictures and articles on the bulletin board.	Magazines and newspapers
***	
Have students read and discuss in class a biography or an autobiography about a famous woman of interest to them. Students might investigate homemaker and professional roles of these women. What goals and aspirations did these women have when they were girls? How did they arrive at these positions? What struggles did they have to go through? Which qualities did they attribute their success to?	Biography section of library, resource persons

SAMPLE ACTIVITIES	RESOURCES
Include biographies and autobiographies about different ethnic groups. If these biographies and autobiographies are not found in the school library, suggest to the students that they interview their parents, friends of the parents, relatives and community persons who may have this information. In addition, as part of language arts, they could write to women who have attained success and ask for short autobiographies. In Texas these women could include legislators, doctors, advisors to the President of the United States, judges, and educators. Pupils could make scrapbooks containing reports, pictures, and other entries of interest.	
***	
Invite the school counselor to discuss the importance of pupils' planning and preparing for dual roles as homemakers and workers, so that they can realize their fullest potential in both spheres. Ask the counselor to discuss a number of jobs open to women.	School counselor, resource person
***	Women's Bureau, U.S. Department of Labor. Job Training Suggestions for Women and Girls. Washington, D.C.: U.S. Government Printing Office.
Reverse the activities above from study of women and work to the study of men and work. Are men working in roles previously thought to be for women? Are men now changing attitudes about women working?	

CONCEPT: Basic school skills and school subjects have significance for career development.

INSTRUCTIONAL OBJECTIVE: To assist pupils in comparing how people made a living during the colonial period and how they make a living today

SAMPLE ACTIVITIES	*RESOURCES*
To initiate the activities, elicit how historical information is made possible by historians and geographers who have developed special skills and have specialized in these fields. *** Have individuals or small groups choose one of the following topics on which to report about colonial economic life: Southern Plantation Life for the Owner and the Slave The Tobacco Plantation Rice and Indigo Farming Life on a Small Farm in the South New England Farms Fishing and Whaling Lumbering and Shipbuilding Home Manufacturing Farms of the Middle Colonies Animals and Tools for Farming Methods of Farming Markets for Goods Mills and Workshops Economic Life of the Black Before and After 1865 The individuals or small groups should read from the supplementary readers and social studies texts, and from library sources to gather information. Have them compile and write the important ideas and details. The individuals or groups should then select a method of reporting (a question game, panel discussion, oral report, television show) and	Library books and textbooks

SAMPLE ACTIVITIES	RESOURCES
give their reports. The discussions following each report may emphasize: . the many jobs people held . comparison with present methods of making a living . comparison of the reasons for working in colonial and in present times A similar activity could be done using other countries, for comparison.	

CONCEPT: Many people work to make life better for all.

INSTRUCTIONAL OBJECTIVE: To provide information about occupations that deal with the function of municipal government

SAMPLE ACTIVITIES	*RESOURCES*
Read about the functions of a municipal government or view audio-visual materials. Suggest different topics to groups and have each group select a topic and report to the class. Pupils might have parents, neighbors, or relatives working for the municipal government. They might interview these municipal employees and take notes about their type of work. The teacher might suggest reports which would include occupations held by women.	Reference books, resource person, audio-visual materials
***	
Invite a city councilman or councilwoman to speak and answer questions. The following topics may be discussed: . The purpose of government is to serve the people. . In exchange for services, citizens pay money. . Some citizens work for the government. . Many jobs must be done, some requiring specialized knowledge. The council member might suggest how school subjects will assist them in being well prepared for a government job.	Resource person

CONCEPT: Many people work to make life better for all.

INSTRUCTIONAL OBJECTIVE: To discuss the meaning of values and the relationship they have to one's life and to the culture in which a person lives

SAMPLE ACTIVITIES	*RESOURCES*
Show filmstrips or films and discuss the role of helpers in the community. Invite members of an organization which has paid and volunteer workers, such as the American National Red Cross, Goodwill Industries, and young people's camp counselors. Have these members discuss the meaning of values they consider important to them and the satisfaction they receive from the type of work they do. Encourage pupils to ask questions of these resource persons. With this information, have pupils begin a file of volunteer and paid workers. Suggest to pupils that they make a roll movie of a person who works, either as a volunteer or as a paid worker.	Audio-visuals and material for roll movie Resource persons
***	
Have pupils read and use other media to research reasons people are scientists and inventors. Let them dramatize or discuss the most important part of the life of some scientist or inventor. Have them investigate various jobs scientists and inventors do and awards given to outstanding scientists.	Reference books, audio-visual materials
***	
Have the pupils role-play an interview with a famous person illustrating his values.	
***	
Have the pupils listen to the reading of stories or view films about Clara Barton, Albert Schweitzer, Martin Luther King, and Junipero Serra (or other famous people from various ethnic groups). Discuss their contributions to science, to humanity, and to the culture in which they worked.	Audio-visual materials

CONCEPT: Gaining information about many people and many jobs is part of the developmental process of choosing a career.

INSTRUCTIONAL OBJECTIVE: To assist pupils to recognize that man must utilize his environment to secure his basic needs but that available resources are limited and must be conserved

SAMPLE ACTIVITIES	*RESOURCES*
Begin a series of activities to study means of conserving our resources. Divide the class into committees to report on the following resources and others that may need special conservation attention: air, birds, fish, land, trees, lumber. Have pupils collect pamphlets, posters, and letters from directors of agencies and prepare an exhibit from this collection.	U.S. Soil Conservation Service, First National Bank Building, Temple, Texas 76501 Texas Parks and Wildlife Department, 100 John H. Reagan Building, Austin 78701
***	
Take a walking trip with the class in the school neighborhood to note examples of environmental abuse. Discuss findings. Invite a worker from a local conservation agency to give suggestions for improvement. With this information, initiate a class project that will be aimed at an important local conservation need.	Texas Water Quality Board, 1108 Lavaca, Austin 78701 Resource person
***	
Make a list of workers related to conservation of the environment and study about some of their jobs. The teacher might ask these questions: . What are some jobs a person who graduates from high school would be able to do? . What jobs are open to a person who drops out of school before finishing high school? . What jobs are available for a person who finishes college?	Dictionary of Occupational Titles. Vol. II. 3rd ed. Washington, D.C.: U.S. Department of Labor, 1965. Bulletins and pamphlets from local environmental organizations

CONCEPT: Any productive worker should be respected.

INSTRUCTIONAL OBJECTIVE: To enable the pupils to understand that many persons contribute to their well being and the welfare of the community

SAMPLE ACTIVITIES	*RESOURCES*
Read stories about the grocery store or visit a neighborhood grocery store. Develop an experience chart about the trip to the grocery store. Make a bulletin board display of workers employed at the store, depicting types of work observed.	Neighborhood grocery store, magazine pictures of items purchased at a grocery store
***	
Set up a store in the room using play money and checks to make purchases. Help children make shopping lists before making purchases at the play store. Show how the ability to read, write, and compute helps the shopper and the grocer. Depict the various jobs at the store (cashier cashing customers' checks, check-out clerk, butcher, stockers).	Commercial play money, empty cans and boxes for store items
***	
Have volunteers make a field trip to various gasoline service stations for on-the-job surveys and report to the class. Pupils should interview personnel to get answers to such questions as: . What are some of the services rendered? . What tools are needed? . What training or other qualifications are needed? . What are the fringe benefits? . What are some of the working conditions?	Service station
***	
Play a recording of the song "The Gas Station Man" or a similar song and have pupils pantomime activities such as cleaning windshields, repairing a flat tire, or similar activities. Have	Records, music books, model building materials

SAMPLE ACTIVITIES	RESOURCES
pupils make models of various items found around a service station from clay or styrofoam for room displays.	
Divide pupils into groups to write out service station work situations. Then let pupils act out the situations through role-playing. Let the class discuss whether service to the customer is good or bad in each situation.	
***	
Take pupils to visit an organization that assists needy persons, such as the Salvation Army. Have them investigate what types of services are given to children, parents, persons in need. (Note services to meet spiritual, psychological, and physical needs.)	Field trip
***	
Have a committee make an analysis of the different types of services offered by the grocery store, service station, and good will organizations.	

CONCEPT: Getting along with people is an important part of job success.

INSTRUCTIONAL OBJECTIVE: To enable the pupils to recognize the interdependence of workers

SAMPLE ACTIVITIES	*RESOURCES*
Prepare the pupils for a trip to a bank by showing audio-visual material depicting the duties of bank employees. Encourage the pupils to prepare a list of questions they would like to ask the employees when they visit the bank. Assign a committee to write a letter to the personnel director asking permission to visit the bank.	Audio-visual materials, library books
Take the class to visit a bank and observe bank employees serving customers for various types of transactions. Remind the pupils to watch for courtesy, friendliness, and diverse banking skills displayed. Investigate how the money deposited by customers is invested by the bank in different ways, such as facilitating loans for customers wishing to purchase vehicles or real estate, and how customers need an organization such as a bank and vice versa.	Local bank and employees
Reinforce what the pupils have learned by setting up a bank corner in the classroom. Allow pupils to act as bank tellers, loan officers, and other bank employees. Using play money and various forms, each child can make deposits and withdrawals, ask for loans, and make other banking transactions.	Play money and bank forms
This activity could be used for learning the value of money, counting money, and making change accurately. In addition, such attitudes as courtesy, honesty, and responsibility could be stressed.	
***	

SAMPLE ACTIVITIES	RESOURCES
Set up two companies which depend upon each other for selling, advertising, distribution, and other company processes to show that, if there is a breakdown in any of the processes, workers in both companies probably would be affected. Examples of such companies would be a local television station affiliated with a national television network and a candle manufacturing company dependent upon a petroleum company.	

CONCEPT: An understanding and acceptance of self is important in developing one's own dignity and worth.

INSTRUCTIONAL OBJECTIVE: To enable the pupils to differentiate between themselves and other by describing how they resemble and differ from others

SAMPLE ACTIVITIES	*RESOURCES*
Have pupils write autobiographies and emphasize how they differ from and resemble others in personality traits and interests.	Audio-visual materials, library books
***	
Ask the counselor to assist pupils in comparing results of an interest inventory using incomplete projection format. Emphasize likenesses and differences in interest and hobbies. Let pupils construct a mural showing their leisure time activities.	Materials for constructing a mural School counselor
***	
Have pupils write self-inventories in three parts: What I'm Like, What Others Think I'm Like, What I'd Really Like to Be. Have pupils discuss the self-inventories with a counselor or a similarly qualified adult.	

CONCEPT: An understanding and acceptance of self is important in developing one's own dignity and worth.

INSTRUCTIONAL OBJECTIVE: To assist pupils in developing the capacity to adapt to change

SAMPLE ACTIVITIES	*RESOURCES*
Have pupils draw a line down the middle of a sheet of paper. On one side have each pupil create a time line of his entire life to date. On the other side of the line have him create his future as he thinks it will be or as he would like to see it unfold. Imaginative prediction should be encouraged by asking: . What kind of job might you have? . What kind of preparation would you need for that job? . Will you change jobs? Why? . Where would you live? . What jobs would your friends have? . What would you do on your vacations? Cartoons, original drawings, interpretive paragraphs, and pictures could be included.	Art materials
***	
Have the pupils read about Abraham Lincoln and how he kept his basic convictions but adapted to necessary career changes as he progressed from a farm boy to president of the United States. Have an exhibit depicting through different art media the important adaptations and accomplishments in his life. Include copies of his writings illustrating his basic convictions.	Biography of Abraham Lincoln, art materials

SAMPLE ACTIVITIES	RESOURCES
Role-play or dramatize the situation in which Lincoln is depicted as a little-known person not yet recognized and a situation in which he is a man of importance. (A Spanish-speaking counterpart would be Benito Juarez; a black counterpart would be Tom Bradley, mayor of Los Angeles.)	
***	
Read or recite for the class "If" by Rudyard Kipling. Discuss its meaning.	"If" by Kipling

CONCEPT: Gaining information about many people and many jobs is part of the developmental process of choosing a career.

INSTRUCTIONAL OBJECTIVE: To assist pupils to recognize the importance of leisure time activities

SAMPLE ACTIVITIES	*RESOURCES*
Have each pupil make a list of hobbies and interests and then research at least one career which might be an outcome of these. Assign the pupil to write a story entitled "How My Hobby Could Be My Career."	
Let the pupils prepare exhibits of their hobbies and/or collections. Display related career pictures chosen from a career picture file. Pupils may refer to a crafts book to develop ideas for hobbies.	Collections for exhibit
Ask the pupils to collect magazine and/or newspaper articles about persons whose careers developed from hobbies or other interests.	Magazines and newspapers
***	
Invite a high school student or an adult who avidly pursues a hobby to talk to the children about his hobby and about the importance of the hobby to his physical and mental health.	Resource person

CONCEPT: Gaining information about many people and many jobs is part of the developmental process of choosing a career.

INSTRUCTIONAL OBJECTIVE: To make pupils aware of the various government jobs available

SAMPLE ACTIVITIES	*RESOURCES*
Assign a group to read newspapers, another to read current magazines, and another to listen to television and radio news. Have groups list government jobs mentioned most often in the news. Invite a resource person to discuss government jobs from the lists resulting from changing conditions, such as environmental protection, health protection, programs for the aging, and research to find new sources of food. Discuss with the resource person the type of training needed for each job. In addition, discuss what government would be without workers and where our government gets its money to pay these workers.	Resource persons, pamphlets from the U. S. Department of Agriculture and from universities specializing in agriculture, conservation, and health Newspapers, magazines
***	
Instruct pupils to collect and bring to class several headlines in which governmental jobs are mentioned. Place these clippings in a stack and have pupils take turns choosing a headline that can be classified under a specific career cluster, each justifying how or why he chose that cluster. The same headline cannot be put in the same pile twice but might be placed under another career cluster, since many jobs would go under more than one. When all headlines have been classified, have pupils make a collage for each career cluster represented.	Newspaper and magazine clippings

CONCEPT: Gaining information about many people and many jobs is part of the developmental process of choosing a career.

INSTRUCTIONAL OBJECTIVE: To assist the pupils in understanding the economic complexity of business and industry and the interdependent occupations

SAMPLE ACTIVITIES	*RESOURCES*
Have small teams of pupils visit local businesses in order to become familiar with duties, responsibilities, interdependence of jobs, and organizational structure. Have pupils prepare a collage or exhibit showing job family relationships.	Bulletins of local chamber of commerce, U.S. Department of Labor, and local school district's vocational offering; field trips, art materials
***	
Contact local people who might serve as consultants and use as many actual forms as possible in making applications, interviewing, and accounting.	Business forms, resource people
Have students develop want ads for potential employees as well as advertisements to promote the business.	Newspapers
Develop related mathematics activities such as estimating costs, interest rates, supplies, and salaries, as related to the cost of doing business and figuring taxes, social security, and benefits to be deducted from the payroll.	

CONCEPT: Gaining information about many people and many jobs is part of the developmental process of choosing a career.

INSTRUCTIONAL OBJECTIVE: To emphasize that careers selected by people may result from different combinations of environment, changing conditions, and circumstances

SAMPLE ACTIVITIES	*RESOURCES*
Ask pupils to make a chart listing some jobs available in major regions of the United States. What occupations are found in all major regions? What occupations are peculiar to only one region? What occupations are most common in the region where you live?	Textbook used in geography and reference books
***	
Display a large map of the United States and have pupils place occupation word cards in the geographical area where each occupation may be found. Have pupils make newsprint dolls representing major occupations of each region and place these near the map.	Map, art materials

CONCEPT: Gaining information about many people and many jobs is part of the developmental process of choosing a career.

INSTRUCTIONAL OBJECTIVE: To help pupil to understand that some occupations can become obsolete

SAMPLE ACTIVITIES	*RESOURCES*
Have pupils list in career notebooks as many jobs as possible that fall under the heading of "U.S. Government Workers." What persons might fill these jobs in the future of the United States? Compare government jobs in the United States at the time the Constitution was written with those of the present day. Have any of the jobs changed? Which jobs remain today? Why?	U.S. Civil Service Commission. Federal Government Careers. Washington, D.C.: U.S. Government Printing Office.
***	
Have pupils find in history books jobs in early America that no longer exist. Have pupils ask parents or other adults what jobs have become obsolete in the last decade. Discuss present day jobs in various fields that may become obsolete in the future.	Reference books, history books, and audio-visual materials

CONCEPT: Gaining information about many people and many jobs is part of the developmental process of choosing a career.

INSTRUCTIONAL OBJECTIVE: To acquaint pupils with famous people and their work in relation to their goals, values, and aspirations

SAMPLE ACTIVITIES	*RESOURCES*
Have each pupil read a biography or an autobiography about a person of interest to him. Special emphasis should be placed on the careers these people pursued. Students might investigate the following questions while reading: . What qualities of character did the person exhibit as he was growing up? . Did he have goals, purposes, values, and direction in his life? . What interests did he have as a young person that helped him make his career choice? . What kinds of jobs had the person held prior to the one that made him famous?	Biographies
***	
Have students read about early explorers of America and discuss their goals, aspirations, and courage. Collect and display pictures of the work they performed to make a living.	State-adopted American history books, library books

CONCEPT: Basic school skills and school subjects have significance for career development.

INSTRUCTIONAL OBJECTIVE: Pupils shall be aware of the importance of foreign language learning in many Texas careers

SAMPLE ACTIVITIES	*RESOURCES*
Note: The teacher should assess the resources of the school district and the community regarding foreign language instruction and careers using foreign languages. If the elementary school program includes foreign language instruction, many opportunities for career awareness should be tapped. If the program does not, middle, junior or high school program resources can be tapped.	
Inventory with children those persons they know who speak a language other than English, either as a first or second language. What languages are spoken by these persons? Do these persons read and write these languages as well as speak them? Where did they learn these languages?	
***	
Use foreign language records to make children aware of differences and similarities among unfamiliar languages. Talk about their first impressions upon hearing unfamiliar languages. Do first impressions persist?	Language records
***	
Have children write letters to placement services inquiring of job opportunites requiring two or more languages? Develop a bulletin board to display responses to the question: "What can you do with two languages in the world of work?"	Bulletin board materials
***	

SAMPLE ACTIVITIES	*RESOURCES*
Have a bilingual secretary come to the class and demonstrate the taking of shorthand in Spanish, and bring sample letters written in Spanish for a bulletin board display.	Resource person
***	
Interview families represented in the school who have lived in countries where English is not the language of commerce. Ask them how they learned the language.	Resource persons

CONCEPT: Basic school skills and school subjects have significance for career development.

INSTRUCTIONAL OBJECTIVE: To create student awareness that all school subjects influence life's activities

SAMPLE ACTIVITIES	RESOURCES
Divide the class into groups and have each group select a different occupation to study. Have pupils search the library for information, especially for skills needed for the occupation. Have class group occupations by clusters.	Library
***	
Take pupils on field trips to observe the occupations they have researched. Pupils should observe skills used on the job, discuss with the worker the skills needed to learn the job skills, and make written and oral reports to the entire class on what they have found.	Field trip site
A camera and tape recorder can be taken to record what is seen and heard, and a slide presentation could be made later.	Camera and tape recorder, slides
Pupils might role-play workers seen on the field trip.	

CONCEPT: Basic school skills and school subjects have significance for career development.

INSTRUCTIONAL OBJECTIVE: To demonstrate to pupils that mathematics is used in many of life's activities

SAMPLE ACTIVITIES	RESOURCES
Have each pupil select one or two physical fitness skills and work to develop the skill or proficiency in the skill(s). Examples might be sit-ups, walking a balance beam, pull-ups, softball throw, or 50-yard dash.	Balance beam, softballs, soccer balls, jump ropes
Have pupils make bar graphs and select times for evaluation of their growth. One-week intervals might be desirable.	Paper, pencil, ruler or straight edge
Each pupil should evaluate his progress in the skill(s) and determine how well his graph communicates to him and others his progress. Have pupils find bar graphs in newspapers, magazines, and books and discuss the various fields in which they are used.	

CONCEPT: Basic school skills and school subjects have significance for career development.

INSTRUCTIONAL OBJECTIVE: To help pupils understand that people need to prepare for a career or careers

SAMPLE ACTIVITIES	*RESOURCES*
Show films and filmstrips about various occupations and then have pupils pose these questions to older pupils, mothers, fathers, relatives, or friends and report their findings to the class.	Audio-visuals
How often does each use knowledge and skills learned in school?	
What subjects studied in school helped the most?	
What other kinds of jobs could each get by having taken those subjects?	
Have pupils also discuss the following questions:	
Why do we have school?	
Why is school important to people?	
How can school help people prepare for the future?	
What should be expected from school experiences?	
What can pupils do to derive the greatest benefit from school?	
Information gathered in this activity may be compiled by use of a chart, a mural, or other visual presentation.	Art materials

CONCEPT: Basic school skills and school subjects have significance for career development.

INSTRUCTIONAL OBJECTIVE: To help pupils understand that mathematics helps people in their work

SAMPLE ACTIVITIES	*RESOURCES*
Have pupils measure objects around the classroom to make them aware of fractional parts of an inch and a centimeter. Relate fractions to the world of work by having pupils find how the following workers use fractions on their work: carpenter, painter, wallpaper hanger, mechanic, cook, seamstress.	Ruler, yardstick, tape measure, resource people, mathematics books
***	
Have a few pupils draw to scale a blueprint for a bird house, dog house, or some item of equipment for the classroom. Have a pupil volunteer to construct a bird house or dog house during his leisure time at home. Encourage him to bring it to school and tell the class about it. (This activity might provide an opportunity to involve parents.)	Blueprint paper, ruler, yardstick Resource person
***	
Have pupils tell about as many jobs as they can think of in which the worker needs knowledge of mathematics. Invite the principal to discuss with the class how he uses mathematics in his work.	School principal
***	
Have pupils make a bulletin board using pictures from magazines that depict the various jobs related to mathematics; they should include a short statement about how mathematics might have been used.	Magazines

CONCEPT: All work is important.

INSTRUCTIONAL OBJECTIVE: To assist pupils in understanding the different skills involved in occupations related to pupil safety

SAMPLE ACTIVITIES	*RESOURCES*
Take a walking field trip with a police officer observing traffic problems, hazards, and safe reactions to these.	Law enforcement official
***	
Invite a policeman to talk to a group about safe equipment for bicycles and the local bicycle ordinances.	Local policeman
***	
Invite an automobile dealer or salesman to demonstrate and discuss proper use of safety equipment in vehicles.	Resource persons
***	
Have pupils role-play drivers and riders demonstrating rules and regulations that apply to riding on a bus. Have a professional bus driver discuss why the following are necessary: . Keep hands and heads inside windows. . Keep emergency doors closed. . Do not distract driver.	Resource person
***	
Identify various types of work-related equipment that might come into contact with motor vehicles on or near highways. Illustrate safe methods used by vehicles in such a situation. Have agriculture students from the high school discuss safe operation of work-related vehicles.	High school student

SAMPLE ACTIVITIES	RESOURCES
Make a model of a room and its facilities (bathrooms, drinking fountains, heaters, fans). . Have a local fireman discuss precautions to be taken in using each. . Invite an electrician to discuss safe practices in the use of electricity as a means of fire prevention. ***	Model building material Resource persons
Draw various tools or cut out pictures from catalogs and arrange on a bulletin board. Classify into tools, home utensils, and machines. Invite a resource person, such as a carpenter or cabinetmaker, to discuss and demonstrate proper use of tools. Pupils could also visit an industrial plant to observe devices used to protect the employees from hazards. *** Have pupils collect pictures and information about guns used in different periods of history and note the safety features. Invite the local game management officer to discuss gun safety. ***	Bulletin board materials, resource persons, field trip site
Discuss steps to be taken in a disaster and the part that the American National Red Cross, the Salvation Army, and others contribute during emergencies. Invite a civil defense official to show slides concerning disaster preparedness. Discuss the jobs involved in disaster preparedness. *** (Note to teacher: Additional resources for the above activities may be obtained from the Texas Education Agency, National Safety Council, Texas Safety Association, National Rifle Association, American Automobile Association, 4-H Service Committee, Texas Parks and Wildlife Department, and American National Red Cross.)	Resource persons